INDEX

Volume 73
2006-2007

AUTHORS

Bellini, Scott; and Akullian, Jennifer; *A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and Adolescents With Autism Spectrum Disorders,* 264.

Dockrell, Julie E.; Lindsay, Geoff; Connelly, Vincent; and Mackie, Clare; *Constraints in the Production of Written Text in Children With Specific Language Impairments,* 147.

Fairbanks, Sarah; Sugai, George; Guardino, David; and Lathrop, Margaret; *Response to Intervention: Examining Classroom Behavior Support in Second Grade,* 288.

Fuchs, Douglas; and Young, Caresa L.; *On the Irrelevance of Intelligence in Predicting Responsiveness to Reading Instruction,* 8.

Fuchs, Lynn S.; Fuchs, Douglas; Compton, Donald L.; Bryant, Joan D.; Hamlett, Carol L.; and Seethaler, Pamela M.; *Mathematics Screening and Progress Monitoring at First Grade: Implications for Responsiveness to Intervention,* 311.

Gallagher, Peggy A.; and Lambert, Richard G.; *Classroom Quality, Concentration of Children With Special Needs, and Child Outcomes in Head Start,* 31.

Hallahan, Daniel P.; Keller, Clayton E.; Martinez, Elizabeth A.; Byrd, E. Stephen; Gelman, Jennifer A.; and Fan, Xitao; *How Variable Are the Interstate Prevalence Rates of Learning Disabilities and Other Special Education Categories? A Longitudinal Comparison,* 136.

Ketterlin-Geller, Leanne R.; Yovanoff, Paul; and Tindal, Gerald; *Developing a New Paradigm for Conducting Research on Accommodations in Mathematics Testing,* 331.

Kohl, Frances L.; McLaughlin, Margaret J.; and Nagle, Katherine; *Alternate Achievement Standards and Assessments: A Descriptive Investigation of 16 States,* 107.

Lindstrom, Lauren; Doren, Bonnie; Metheny, Jennifer; Johnson, Pam; and Zane, Claire; *Transition to Employment: Role of the Family in Career Development,* 348.

Lynch, Sharon; Taymans, Juliana; Watson, William A.; Ochsendorf, Robert J.; Pyke, Curtis; and Szesze, Michael J.; *Effectiveness of a Highly Rated Science Curriculum Unit for Students With Disabilities in General Education Classrooms,* 202

Mason, Linda H.; Snyder, Katie Hickey; Sukhram, Diana P.; and Kedem, Yore; *TWA + PLANS Strategies for Expository Reading and Writing: Effects for Nine Fourth-Grade Students,* 69.

Masood, Ambrin F.; Turner, Lisa A.; and Baxter, Abigail; *Causal Attributions and Parental Attitudes Toward Children With Disabilities in the United States and Pakistan,* 475.

McCarthy, Mary Rose; and Soodak, Leslie C.; *The Politics of Discipline: Balancing School Safety and Rights of Students With Disabilities,* 456.

McInerney, Maurice; and Hamilton, James L.; *Elementary and Middle Schools Technical Assistance Center: An Approach to Support the Effective Implementation of Scientifically Based Practices in Special Education,* 242

Morgan, Paul L.; and Fuchs, Douglas; *Is There a Bidirectional Relationship Between Children's Reading Skills and Reading Motivation?* 165.

Nelson, J. Ron; Stage, Scott; Duppong-Hurley, Kristin; Synhorst, Lori; and Epstein, Michael H.; *Risk Factors Predictive of the Problem Behavior of Children At Risk for Emotional and Behavioral Disorders,* 367.

Olinghouse, Natalie G.; Lambert, Warren; and Compton, Donald L.; *Monitoring Children With Reading Disabilities' Response to Phonics Intervention: Are There Differences Between Intervention Aligned and General Skill Progress Monitoring Assessments?* 90

Reed, Phil; Osborne, Lisa A.; and Corness, Mark; *The Real-World Effectiveness of Early Teaching Interventions for Children With Autism Spectrum Disorder,* 417.

Reid, Robert; and Lienemann, Torri Ortiz; *Self-Regulated Strategy Development for Written Expression With Students With Attention Deficit/Hyperactivity Disorder,* 53.

Rosenberg, Michael S.; Boyer, K. Lynn; Sindelar, Paul T.; and Misra, Sunil K.; *Alternative Route Programs for Certification in Special Education: Program Infrastructure, Instructional Delivery, and Participant Characteristics,* 224.

Scruggs, Thomas E.; Mastropieri, Margo A.; and McDuffie, Kimberly A.; *Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research,* 392.

Shogren, Karrie A.; Wehmeyer, Michael L.; Palmer, Susan B.; Soukup, Jane Helen; Little, Todd D.; Garner, Nancy; and Lawrence, Margaret; *Examining Individual and Ecological Predictors of the Self-Determination of Students With Disabilities,* 488.

Siperstein, Gary N.; Parker, Robin C.; Bardon, Jennifer Norins; and Widaman, Keith F.; *A National Study of Youth Attitudes Toward the Inclusion of Students With Intellectual Disabilities,* 435.

Yovanoff, Paul; and Tindal, Gerald; *Scaling Early Reading Alternate Assessments With Statewide Measures,* 184.

TITLES

Alternate Achievement Standards and Assessments: A Descriptive Investigation of 16 States, Kohl, Frances L.; McLaughlin, Margaret J.; and Nagle, Katherine, 107.

Alternative Route Programs for Certification in Special Education: Program Infrastructure, Instructional Delivery, and Participant Characteristics, Rosenberg, Michael S.; Boyer, K. Lynn; Sindelar, Paul T.; and Misra, Sunil K., 224.

Causal Attributions and Parental Attitudes Toward Children With Disabilities in the United States and Pakistan, Masood, Ambrin F.; Turner, Lisa A.; and Baxter, Abigail, 475.

Classroom Quality, Concentration of Children With Special Needs, and Child Outcomes in Head Start, Gallagher, Peggy A.; and Lambert, Richard G., 31.

Constraints in the Production of Written Text in Children With Specific Language Impairments, Dockrell, Julie E.; Lindsay, Geoff; Connelly, Vincent; and Mackie, Clare, 147.

Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research, Scruggs, Thomas E.; Mastropieri, Margo A.; and McDuffie, Kimberly A., 392.

Developing a New Paradigm for Conducting Research on Accommodations in Mathematics Testing, Ketterlin-Geller, Leanne R.; Yovanoff, Paul; and Tindal, Gerald, 331.

Effectiveness of a Highly Rated Science Curriculum Unit for Students With Disabilities in General Education Classrooms, Lynch, Sharon; Taymans, Juliana; Watson, William A.; Ochsendorf, Robert J.; Pyke, Curtis; and Szesze, Michael J., 202

Elementary and Middle Schools Technical Assistance Center: An Approach to Support the Effective Implementation of Scientifically Based Practices in Special Education, McInerney, Maurice; and Hamilton, James L., 242

Examining Individual and Ecological Predictors of the Self-Determination of Students With Disabilities, Shogren, Karrie A.; Wehmeyer, Michael L.; Palmer, Susan B.; Soukup, Jane Helen; Little, Todd D.; Garner, Nancy; and Lawrence, Margaret; 488.

How Variable Are the Interstate Prevalence Rates of Learning Disabilities and Other Special Education Categories? A Longitudinal Comparison, Hallahan, Daniel P.; Keller, Clayton E.; Martinez, Elizabeth A.; Byrd, E. Stephen; Gelman, Jennifer A.; and Fan, Xitao, 136.

Is There a Bidirectional Relationship Between Children's Reading Skills and Reading Motivation? Morgan, Paul L.; and Fuchs, Douglas, 165.

Mathematics Screening and Progress Monitoring at First Grade: Implications for Responsiveness to Intervention, Fuchs, Lynn S.; Fuchs, Douglas; Compton, Donald L.; Bryant, Joan D.; Hamlett, Carol L.; and Seethaler, Pamela M., 311.

A Meta-Analysis of Video Modeling and Video Self-Modeling Interventions for Children and Adolescents With Autism Spectrum Disorders, Bellini, Scott; and Akullian, Jennifer, 264.

Monitoring Children With Reading Disabilities' Response to Phonics Intervention: Are There Differences Between Intervention Aligned and General Skill Progress Monitoring Assessments? Olinghouse, Natalie G.; Lambert, Warren; and Compton, Donald L., 90

A National Study of Youth Attitudes Toward the Inclusion of Students With Intellectual Disabilities, Siperstein, Gary N.; Parker, Robin C.; Bardon, Jennifer Norins; and Widaman, Keith F., 435.

On the Irrelevance of Intelligence in Predicting Responsiveness to Reading Instruction, Fuchs, Douglas; and Young, Caresa L., 8.

The Politics of Discipline: Balancing School Safety and Rights of Students With Disabilities, McCarthy, Mary Rose; and Soodak, Leslie C., 456.

The Real-World Effectiveness of Early Teaching Interventions for Children With Autism Spectrum Disorder, Reed, Phil; Osborne, Lisa A.; and Corness, Mark, 417.

Response to Intervention: Examining Classroom Behavior Support in Second Grade, Fairbanks, Sarah; Sugai, George; Guardino, David; and Lathrop, Margaret, 288.

Risk Factors Predictive of the Problem Behavior of Children At Risk for Emotional and Behavioral Disorders, Nelson, J. Ron; Stage, Scott; Duppong-Hurley, Kristin; Synhorst, Lori; and Epstein, Michael H., 367.

Scaling Early Reading Alternate Assessments With Statewide Measures, Yovanoff, Paul; and Tindal, Gerald, 184.

Self-Regulated Strategy Development for Written Expression With Students With Attention Deficit/Hyperactivity Disorder, Reid, Robert; and Lienemann, Torri Ortiz, 53.

Transition to Employment: Role of the Family in Career Development, Lindstrom, Lauren; Doren, Bonnie; Metheny, Jennifer; Johnson, Pam; and Zane, Claire, 348.

TWA + PLANS Strategies for Expository Reading and Writing: Effects for Nine Fourth-Grade Students, Mason, Linda H.; Snyder, Katie Hickey; Sukhram, Diana P.; and Kedem, Yore, 69.